DOCUMENT RESUME

ED 185 272 CE 024 482

AUTHOR Kreps, Alice Roelofs
TITLE Community Living Skills Guide: Money Management I.
INSTITUTION Metropolitan State Coll., Denver, Colo.
PUB DATE [76]
NOTE 12p.; For related documents see CE 024 470-488 and CE 024 490-493.

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Addition; *Adult Education; Behavioral Objectives; Class Activities; Course Descriptions; Curriculum Guides; *Daily Living Skills; *Developmental Disabilities; Guidelines; Individualized Instruction; Institutionalized Persons; Learning Activities; Lesson Plans; *Money Management; *Normalization (Handicapped); Rehabilitation; Residential Programs; Subtraction; Teaching Guides
IDENTIFIERS College for Living; Metropolitan State College CO

ABSTRACT

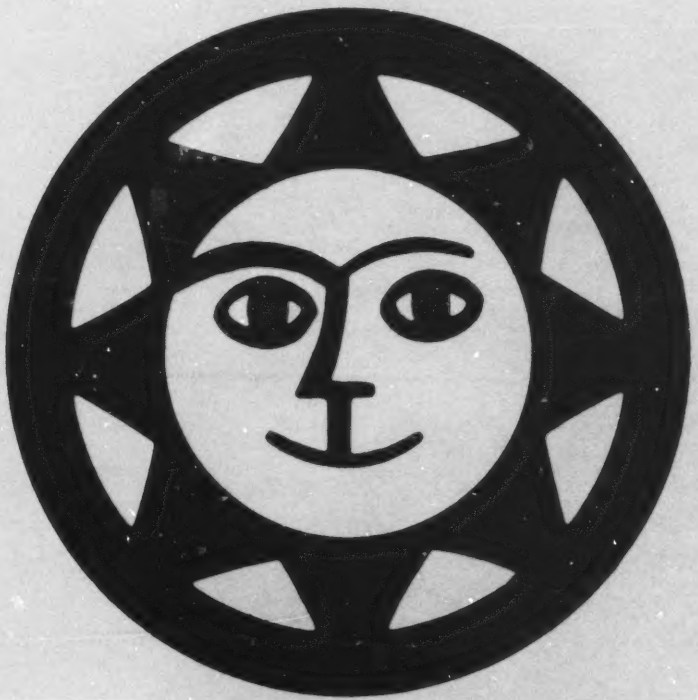
One of twenty course guides in the Community Living Skills Guide for the College for Living series, this document provides guidelines and workbook activities for the course, Money Management I. The series of courses for developmentally disabled adults is intended to supplement residential programs and to aid in orienting institutionalized persons to eventual integration into the community. Contents include an instrument for evaluation of skills and objectives, activities, and exercises/problems for each of these seven steps involved in the course: recognition of coins, values of individual coins, making change for dimes and quarters, change for fifty cents, change for a dollar, change for $5.00/$10.00, and addition and change making. A worksheet on addition and subtraction with money is also given. The course, Money Management II, is available as CE 024 483. Other guides in the series and related documents (a volunteer training workshop packet and curriculum guide for fourteen courses) are available separately. (See note.) (YLB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED185272

COMMUNITY LIVING SKILLS GUIDE

Money Management I



U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Alice Boelofs Kreps

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC).

CE 024 487

THE COLLEGE FOR LIVING
Metropolitan State College
80204

MONEY MANAGEMENT I

By

Alice Roelofs Kreps

Evaluation of Skills

I. Give student a variety of coins.
Have him identify coins for you.

II. Make change for a quarter in dimes and nickels.
Make change for a dime in pennies and nickels.
Make change for one dollar in dimes, nickels and quarters.

III. Make change for 5 dollars
A. in dollar bills.
B. in coins.
C. in combination of coins and dollars.

IV. Can you add . . . . . ?
A. 15 cents + 7 cents
B. 23 cents + 8 cents
C. 2 dimes and 2 nickels
D. 1 quarter + 2 dimes
E. 9 cents + 2 nickels
F. 1 half dollar + 50 cents
G. 2 quarters + 1 half dollar
H. 2 quarters + 2 dimes + 1 nickel
I. 5 cents + 2 dimes + 2 nickels

V. Fill in this check

Name
Address
Phone #

610
23-92
1020

_____ 19____

Pay to the order of _____ $_____

_____ Dollars

Bank of Living
MSC

For_____ _____

VI. You have $156.00 for two weeks.
Plan a reasonable budget.

VII. Discuss problems you have related to money.

STEP I - Recognition of Coins

Objective: Student will recognize penny, nickel, dime, quarter and half dollar.

Activities:

A. Bring in coins.
   Point to the penny.
   Point to the nickel.
   Point to the dime.
   Point to the quarter.
   Point to the half dollar.

B. Use Book I, Counting My Money, John D. Wool, Frank E. Richards Publishing, Inc.

C. Look at both sides of coins. Identify distinguishing characteristics.

D. There are different ways to label each coin. Learn the different ways.
   1) penny = one cent = 1¢ = $.01
   2) nickel = 5 cents = 5¢ = $.05
   3) dime = ten cents = 10¢ = $.10 = 2 nickels
   4) quarter = twenty-five cents = 25¢ = $.25 = two dimes + a nickel
   5) one half dollar = fifty cents = 50¢ = $.50 = two quarters = five dimes

STEP II - Values of individual coins

Objective: Student will recognize value of each individual coin by counting pennies equal to the coin presented.

Activities:

A. A penny is equivalent to another penny.
Take one penny and find another coin of equal value.

B. A nickel is equal to 5 pennies.
1) Take one nickel and count out pennies that are equal to a nickel.
2) Take two nickels and count out pennies that are of equal value.
3) Take 5 cents and find coin equal to 5 cents.
4) Solve these problems:
   a. 1 cent + 1 cent = _____ cents
   b. 5 cents = _____ nickel(s)
   c. 10 cents = _____ nickel(s)
   d. 2 cents + 3 cents = _____
   e. 1 nickel + 1 cent = _____ cents

C. A dime is equal to 10 pennies
1) Count out 10 pennies.
2) How many pennies are in 2 dimes?
3) Solve these problems:
   a. 5 cents + 1 nickel = _____ dime(s)
   b. 1 dime = _____ cents
   c. 3 cents + 7 cents = _____ dime(s)
   d. 1 dime = _____ cents + 6 cents
   e. 1 dime = 1 nickel + ____ cents

D. One quarter = 25 pennies
1) Count out pennies to equal one quarter
2) Solve these problems:
   a. 1 nickel + 1 dime + ____ cents = 1 quarter
   b. 15 cents + ____ cents = _____ quarter
   c. 3 nickels + ____ cents = 1 quarter
   d. 16 cents + 9 cents = ____ quarter(s)

STEP III - Making Change for dimes and quarters

Objective: Student will make accurate change when given money equal to a quarter.

Activities:

A. Make change for a dime in as many combinations as you can think of.

B. Make change for a quarter in as many combinations as possible.

C. You have a quarter and a dime. How much change do you get when you buy. . .?
   1) an ice cream for 17 cents.
   2) an apple for 10 cents.
   3) two doughnuts for 28 cents.
   4) toothpaste for 31 cents.
   5) a candy bar for 12 cents.
   6) a coke for 32 cents.
   7) a cup of coffee for 16 cents.

STEP IV. Change for 50 cents

Objective: Student will accurately change monies up to the value of $.50.

Activities:

A. Make as many different equivalents for 50 cents as you can.

B. Solve these problems:
1) 50 cents = _____ quarter(s) + _____ dime(s) + _____ nickel(s).
2) 50 cents = _____ pennies + 2 dimes + 3 nickels.
3) _____ cents = one half dollar.
4) _____ dime(s) = 50 cents.
5) _____ nickel(s) = 50 cents.

C. You have 50 cents or one half dollar. If you buy the following articles, how much change do you get back? . . . . . .
1) a comb for 25 cents. _____
2) a flower for 25 cents. _____
3) a large coke for 42 cents. _____
4) a note pad for 34 cents. _____
5) a tootsie roll for 3 cents. _____
6) a package of gum for 10 cents. _____
7) a paperback book for 75 cents. _____
8) a bag of peanuts for 37 cents. _____
9) a comic book for 29 cents. _____
10) a pencil for 15 cents. _____

D. Take a break and spend less than 50 cents. Get the correct change in return for 50 cents.

STEP V - Change for a Dollar

Objective: Student will be able to purchase items for less than $1.00 and calculate and receive correct change for the dollar.

Activities:

A. Make change for a dollar in a variety of different ways.
Note $1.00 = 100 pennies

B. You have one dollar. How much change do you get
1) for a tube of toothpaste $.67? _____
2) for a magazine $.78? _____
3) for a cake $.98? _____
4) for some bananas $.58? _____
5) for a birthday card $.27? _____

C. Solve these problems:
1) one half dollar + _____ quarters = $1.00.
2) 3 quarters + _____ dime(s) + _____ nickel(s) = $1.00.
3) 3 quarters + 2 dimes + _____ pennies = $1.00.
4) 2 quarters + 4 dimes + 1 nickel + 5 pennies = _____
5) _____ quarter(s) + 7 dimes + 1 nickel = $1.00.

D. Go to the store. Buy something you need. Get proper change.

STEP VI - Change for $5.00/$10.00

Objective: Student will make change accurately for $5.00 or $10.00 70% of the time.

Activities:

A. Make change for $5.00 in a variety of different ways.

B. Make change for $10.00 in a variety of different ways.

C. Have a class store. Purchase 3 items for under five dollars. Get accurate change.

D. Return to class store. Buy 5 things that cost under $10.00. Get correct change.

E. Go to a shopping center. Buy something you need. Get correct change.

STEP VII - Addition and change making

Objective: Student will gain confidence and experience in handling money by using money in role play situations and in community settings.

Activities:

A. Have a "store" in class. Practice buying things. Use a variety of different personalities.

B. Use Frank Richard's books on money.

C. Have a "bank" for the class.

D. Have a special activity. Plan and purchase all materials and refreshments.

E. Take a bus. First get correct change.

F. Look at bills. Identify various kinds of bills.

G. Worksheet on addition and subtraction with money.

WORKSHEET ON ADDITION AND SUBTRACTION WITH MONEY *

A. You have $10.00.
   1) Make change in a variety of ways.
   2) You buy a blouse for $8.27. How much change do you receive? (Use money or calculate in head)
   3) A friend gives you $2.15. How much money do you have now?
   4) You blow three dollars on junk food. How much money do you have left?

B. 1) 2 cents + 3 nickels =
   2) 1 dime + 2 nickels + 5 cents =
   3) 1 quarter - 1 nickel =
   4) $1.25 + $.10 + $.05 + $.50 = $
   5) $4.37 - $2.27 =

C. 1) You have saved $6.00. You want to buy a radio that costs $11.00. How much more must you save?
   2) You have $10.31 in your bank. You purchase an album for $4.11. How much money do you have left?

*Note: Use exchange skills <u>not</u> math techniques, i.e. use tactile and visual learning centers.